

Argosy Collegiate Charter School
English Language Learner Handbook



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Introduction and Welcome Statement

English Language Learners benefit greatly from our intensely focused literacy and support program for all learners. Supporting ELL scholars include the three tiers of language (structure, language or grammar, and vocabulary) as well as the four domains of language (reading, writing, speaking, and listening).

Within our support staff, our MA licensed ELL teacher(s) works to not only identify levels of language development but also to support scholars' progress and achievement in many ways including, creating schedules and individualized goals, provide instructional support for both scholars and staff and track scholar achievement data.

Our support staff works to support ELL scholars both in the general education classroom as well as one on one or small group learning opportunities. We comply with all federal laws related to the education of ELLs but beyond that, we do whatever it takes for our ELL scholars to make the academic progress they need to be successful at Argosy Collegiate. Inquiries are encouraged to be directed to Sunil Jagannath, Scholar Services Director and ELL Director.

Argosy Collegiate annually assess the English proficiency of all ELL scholars according to NCLB, Title I, and Title III Title VI, G.L. c. 69, 71A , 7; 603CMR 14.02. In addition, Argosy Collegiate assess the reading, writing , speaking listening skills of ALL ELL scholars even those who have opted out of ELL services, under ELE 8.

Right to Attend

This section explains the rights of children who are English language learners to attend and receive language support and other services in Massachusetts public charter schools. As defined in state law, an English language learner is a student who does not speak English, or whose native language is not English, and who is not able to do ordinary classroom work in English. This includes students who, without language support services, would have trouble understanding lessons in school, or completing work in school because they are still learning English. In this document, an English language learner will be referred to as an “ELL.” Charter schools must accept and enroll ELLs admitted through the lottery who wish to attend the school. The school must provide direct instruction to help ELLs learn the English language, and subject matter instruction (for example, science or history) that is presented in English using strategies that help the student better understand the content. Full and equal access to the programs and services offered at the school must be made available to ELLs. The full summary of your child’s rights to attend and receive language support and other services from his or her charter school is located in *Appendix A*.

Home Language Survey

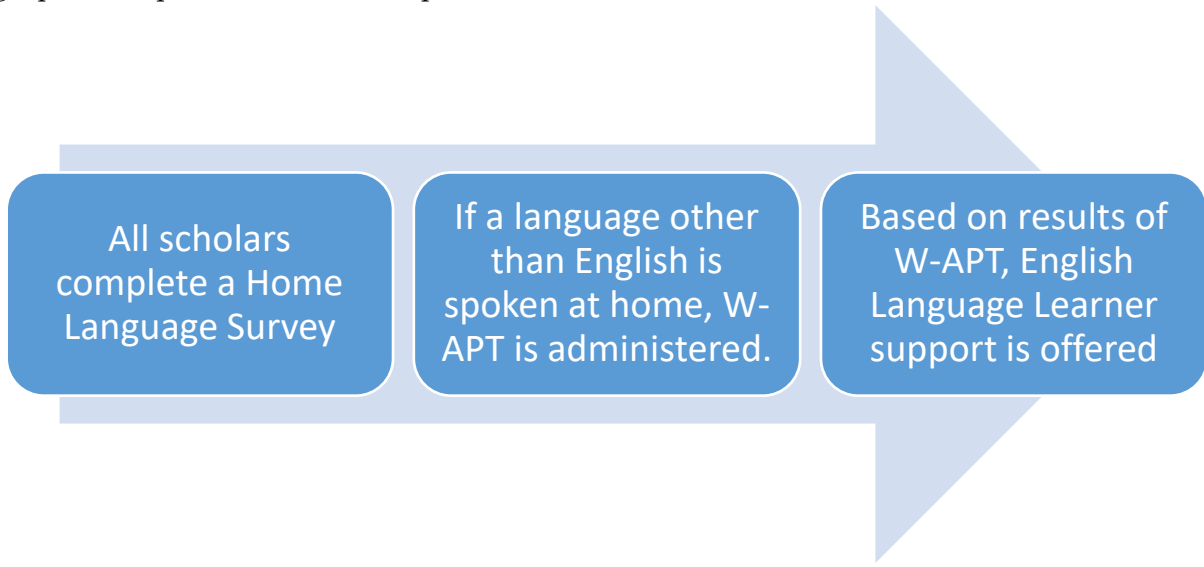
The Home Language Survey is part of the school registration process and part of the documentation for every parent or guardian to fill out. The ELL Coordinator will train all intake staff annually as to the implementation of this process. The Home Language Survey is part of the registration packet that is given to the parent/guardian of all scholars entering Argosy Collegiate Charter School. The Home Language Survey is kept in the scholar’s permanent folder.

A master inventory of all students’ home language survey results is kept on file by the Director of Student Support. A sample home language survey is below (*see Appendix B*).

Identification of English Language Learners

All scholars’ classroom performance is consistently monitored by school administration and teachers. This information, in addition to survey results, provides the information we need to determine if further assessment is required. Beginning in the Fall of 2016, in accordance with MA Department of Elementary and Secondary Education guidelines, all scholars who indicate a language other than English is spoken at home on their Home Language Survey will be assessed using the WIDA (World-Class Instructional Design and Assessment) ACCESS Placement Test within the first 30 days of school if no previous WIDA ACCESS scores are available from the scholar’s previous district.

A graphical representation of the process is below:



Waiver Guidelines

Parents of ELL students have the right to apply for a waiver into an alternative English language program or to decline services. ELL students whose parents decline entry into the district ESL or SEI programs will be provided English language support. Within one week of receipt of the decline of services a meeting will be held at the building level by the support team.

Exit Criteria

Multiple measures are used when making decisions regarding the exit from the SEI program. If students exit the program, their classification changes from Limited English Proficient (LEP) to Formerly Limited English Proficient (FLEP). In order to be re-designated as FLEP, the student must be deemed to be English proficient and able to participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials. The criteria used for this determination will include:

- State and local assessments
- Ability to compete with same-age peers in the regular education setting with little or no support.
- Evidence that the student has met the WIDA English language proficiency (ELP) standards
- An Overall Composite Score of at least 4.5 on ACCESS for ELLs
- An Overall Literacy Proficiency Score of 4.5 or Higher on ACCESS for ELLs

Students who have been exited from the English Language Learner Program are monitored in the areas above for 2 school years after exiting services.

Parental Notification

The ELL Coordinator will notify parents in writing within one week of a determination if their child is eligible for ELL services (*see Appendix C*). The district will provide report cards and progress reports to the parent/guardian of ELL students in the same manner and with the same frequency as general education reporting. The reports will be written in the primary language of the parent upon request. Guidance staff is to notify the ELL coordinator of such requests as soon as received. The ELL Coordinator will be responsible for having these documents translated.

English Language Learner Program Placement and Development

The District ELL Coordinator, ELL Teacher and the building principal review proficiency data from standardized assessment in reading, writing, listening and speaking. Student academic records (if any) are reviewed as well. This data is used to determine whether the student will be placed in a Sheltered English Immersion classroom or in a regular education setting. ELL students that meet the criteria are eligible for any and all support services provided by the Argosy Collegiate Charter School including but not limited to Special Education and Title 1. The ELL Coordinator will notify parents in writing within one week of a determination if their child is eligible for ELL services. No ELL student is to be segregated from their English-speaking peers unless programmatically necessary for instruction by an ELL teacher. ELL students will be taught to the same academic standards and curriculum as non-ELL students and will have the same opportunity to access the full range of K-12 programs. All ELL students will have access to word-to-word dictionaries for their primary language.

Notification of Services

Argosy Collegiate Charter School uses the Department of Elementary and Secondary of Education's recommended form for notification to parents of English Language Learner Services. Notification forms can be found here: <http://www.doe.mass.edu/ell/resources.html>.

Annual Evaluation of the ELL Program

The district ELL Program will be assessed annually through the analysis of a variety of data including but not limited to:

- MCAS
- Achievement Network Benchmark Testing
- ACCESS Testing
- Attendance rates
- Graduation rates
- Discipline referrals
- Parent surveys

This data will be analyzed and reported out annually by the District ELL Coordinator.